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## CONTENTS

<b>A Reflection on Organizational Culture in Higher Education .....</b>	<b>7</b>
<i>Nadia Laura Serdenciuc</i>	
<b>Bioethics - Inherent to The Process of Globalization.....</b>	<b>13</b>
<i>Antoni Alexandru Flandorfer</i>	
<b>General scientific and philosophical approaches to the analysis of training teaching staff of preschool education.....</b>	<b>19</b>
<i>Gregory Tereshchuk Ternopil</i> <i>Maria Oliynyk Chernivtsi</i>	
<b>Study and comparison of creativity Students Social isolation-seeking about 8 years of age Eghlid County.....</b>	<b>29</b>
<i>Mohammad Reza Taghieh</i>	
<b>Personal Subject Profile of Psychological Readiness to Marital Relationships .....</b>	<b>39</b>
<i>Radchyk Valentina</i>	
<b>Actualization of continuity in labor education of children of preschool and primary school age: Ukrainian context (1890-1917).....</b>	<b>49</b>
<i>Eugen Antypin</i>	
<b>The development of the future teacher subjectivity formation as an aspect of his professional position .....</b>	<b>57</b>
<i>Oleksandr Meshko</i>	
<b>Editorial Policy .....</b>	<b>67</b>
<b>Instructions for Authors.....</b>	<b>68</b>

## **Actualization of continuity in labor education of children of preschool and primary school age: Ukrainian context (1890-1917)**

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### **Abstract**

*Integration of education of Ukraine into the European educational space actualizes the problem of studying educational theory and practice to develop productive ideas that can be adapted to the content and methodical support, training and education of the individual. In historical and pedagogical context of the late XIX - early XX century are significant achievements of european and ukrainian teachers with problems of labor education of preschool and primary school age children. That is why the continuity actualized on this phenomenon. The purpose of this research is in the studying details of continuity in labor education of children; interpreting the achievements of teachers in this chronological period; the discovery of new knowledge that will expand the range of historical and pedagogical science. Results of historical and pedagogical research will help to identify those ideas that are interesting for modern education. Methodology of the research is based on studying approaches to periodization: interdisciplinarity historical and pedagogical research as a principle of periodization (H.Ivanyuk); methodological approaches to periodization of historical and educational events (Ya.Kalakura, N.Hupan, N.Dichek). To specify the period we have defined the criterion of socio-economic conditionality ideas of continuity in labor education of preschool and primary school age children. It was found that period of actualization of continuity in labor education of children in Ukraine (1890-1917) characterized by public request for workers capable of various types of work as economic development exacerbated the problem. In educational practice actively spread ideas of Y.Pestalotstsi, F.Frebel, M.Montessori about personal development of preschool, work as content, method and form of education, training children to school in kindergarten, refuge, shelters. The purpose of labor education of children is to prepare children for life and work. These ideas are relevant in the modern Ukrainian educational space.*

**Keywords:** *continuity in labor education, preschool children, primary school children, education, history of education*

### **1. Introduction**

Integration of Ukraine's educational system into the European educational space actualizes the problem of studying educational theory and practice to develop productive ideas that can be adapted to the content and methodical support of training and education of the individual. In historical and pedagogical context of the late XIX - early XX century are significant achievements of European

and Ukrainian teachers with problems of labor education preschool and primary school age children. That is why the continuity actualized on this phenomenon.

## **2. Research hypothesis**

The aim of our study lies in: studying the peculiarities of realization of continuity in labor education of children; interpreting the achievements of teachers of this chronological period; discovering of new knowledge that will expand the range of historical and pedagogical science.

Results of historical and pedagogical research promote detecting the ideas of interest to modern education.

## **3. Methodology**

Methodology of the research is based on studying approaches to periodization of educational thought: interdisciplinarity of historical and pedagogical research as a principle of periodization and socio-cultural approach to the study of educational phenomena (H.Ivaniuk, 2015); approach to periodization of historical and educational events (N.Dichek, 2014); methodological approaches in historical periodization studies (Ya.Kalakura, 2004; N.Hupan, 2013). The given periods of continuity in labor education of preschool and primary school age children developed on the basis of the problem and formational approaches.

## **4. The results of the research - statistic data and their interpretation**

Continuity of appointed pedagogical phenomenon we consider the following structure: main idea, purpose, content, forms and methods, regulatory support. To specify the period we have defined the criterion of socio-economic conditionality of ideas of continuity in labor education of preschool and primary school age children.

Period of actualization continuity in labor education in Ukraine (Ukraine lands that were part of the Russian Empire) consider in the context of the Imperial era 1890 - 1917. These years are determined by public request to conscious workers capable of different types of work. For this actively distributed in educational thought of Ukraine ideas of Western European educators, psychologists, and philosophers. Ideas of Y.Pestalotsti, F.Frebel, M.Montesori of identity formation from an early age are reflected in public kindergartens, refuge, shelters (Central State Historical Archive of Ukraine (CSHAU) stock 707, exposition 262, case 3; stock 442, exposition 629, case 456; stock 707, exposition 162, case 1). It is known that in Ukraine the first institution for small children was opened in 1839. This institution visited children from 2 years. There were children at the time of their parents's work, from 7 o'clock in the morning to 9 o'clock pm (V.Kubiiiovuch, 1993). We attribute this to the preschool institution. However, the purpose of its work is not proceeding with the training and education of children (which is gradually becoming passed), but in fact - it was a haven that allowed to save the life and health of children and prepare children for work. Accordingly was the formation of continuity of preschool and primary education in the context of labor education and training of children to work. Actualization of problem of continuity confirms opening kindergartens to prepare children for school. This process began in 1858, when it was open pre-school - a private kindergarten in Kiev (A.Sichkar, 2015, p.76-80). Overall end of the nineteenth century in different cities of Ukraine was characterized by the development of a network of private kindergartens, which opened by wealthy individuals. Because there was no program of training and education, each of such institution implemented their

continuity in their own way (CSHAU stock 707, exposition 262, case 3). Characteristic of this period is the public focus on continuity as the need to harmonize development of preschool age children with the requirements that children had in elementary school. That is why continuity of preschool and primary education is regarded as forming child's readiness for school.

However, these ideas are the basis for updating schooling. The introduction of manual labor into the practice of primary school was intended to answer the request of parents on practical labor training of schools graduates of that time (V.Farmakovskiy, 1889; A.Verzbytskiy, 1910). It is reasonable, in our view, to distinguish that there are two key ideas of labor education. The first of them labor - separate academic subject ( "educational labor"). Specified idea finds its reflection and broad support from the late nineteenth century, when the Ministry of Education issues a proposal the Minister of Education on March 6, 1894 to include "if possible" manual labor among the subjects taught in public schools (CSHAU stock 707, exsibition 296, case 68, part 1, page 150).

In this document, we find answers about the features of labor education of children. The Ministry of Education has established a special management for technik educational institutions, putting their obligation to exercise overall management of the learning process of manual labor and crafts in schools. Newly created department has developed a series of rules that determine labor education of children of primary school age.

First, these rules of enter "manual labor" in the educational process, regulating the professional training of teachers on this issue. Inhibitory factor in the introduction of manual labor in the educational process of all public schools was the lack of teachers who could provide such training, because it had to be specially trained teachers who were prepared in instituts or teachers' seminaries (CSHAU stock 707, exsibition 296, case 68 part 1, page 150]. It should be noted that only a year the Ministry has decided to approve the staff unit of manual labor instructors in some institutes and seminaries (CSHAU stock 707, exsibition 296, case 68 part 1, pages 262-263). In the "Circular on management of public schools Southwestern edge" we found information about the possibility to teach manual labor by teachers on the passage of temporary manual labor courses if they have the relevant certificates. Under these conditions considered impossible involvement in the educational process of artisans and craftsmen without professional teacher education (CSHAU stock 707, exsibition 296, case 68 part 1, page 150). Although the future teachers of schools and pedagogues theorists suggested inviting artisans and craftsmen to teaching. It was justified, because the lack of adapted programs of labor education and qualified teachers caused difficulties in the organization of labor education in public schools. Arguing its position, teachers advocated that the craftsmen can encourage children to work, and to point out the intricacies and peculiarities of each craft.

Overall, the Ministry of Education in 1894 - 1899 actually put the task of development of theoretical and methodological support of labor training and education of pupils on public schools. This is seen in the rules that have been developed by the Ministry. First, all public schools that have implemented the teaching of manual labor, had to submit an annual report on its activities to the Ministry. On each new open class of manual labor should be reported to the Ministry of Education (CSHAU stock 707, exsibition 296, case 68 part 1, page 150).

Solving the problem of training in of labor training was given to the conduct of temporary manual labor courses. The organization of such courses generally relies on educational districts. Without defined organizational rules the Ministry of Education takes the responsibility to approve managers of such courses and requires programs and report of it (CSHAU stock 707, exsibition 296, case 68



part 1, pages 150). This position of the Ministry of Education indicates that much attention was paid to the issue of implementation of "educational (manual) labor" in the educational process. Since there was no appropriate legal, scientific and methodological training, education governing bodies considered it possible to conduct of labor training and education of pupils without special educational methodologies.

Only four years later (1899) Ministry of Education issued a systematic guide to manual labor. This guide is effectively contained a program developed by lecturer of St. Petersburg Institute K.Cyrul on behalf of science committee department on technical and professional education (CSHAU stock 707, exsibition 227, case 80, page 23). The development of this idea can be traced in the pedagogical press at the time. In particular magazine "Labor education" which was founded by "Russian Society of educational manual labor", which started its activities in 1909, published an appeal from the school district to allocate funds for the organization of workshops. In this magazine is found report of K.Cyrul, the author of the program of manual labor, which was read on All-Russian Congress of Artists in St. Petersburg. In his speech K.Cyrul drew attention to the educational manual labor as a means of artistic education of children [K.Cyrul, 1914].

Another leading idea that was developed was to prepare children for life (skills for future employment). Considering the problem of labor education as attracting students to agricultural work, pay attention to the order of the Ministry of Education to the trustee of the Kiev school district request to send in primary school brochure of I.Meshhers'kij "On the gardens and nurseries at the public schools (extract from the report on the mission)". This brochure was given the Ministry of Education by the Department of Agriculture and farming (CSHAU stock 707, exsibition 296, case 37, page 2). Such cooperation was due to the government's interest in spreading the ideas of labor education and in the complex organization of outlined issues. This is confirmed by the order to subscript the magazine "Fruit-growing" and developed the rules for free issuing by local facilities General Directorate of Land Management and Agriculture to public and church schools, planting material, seeds and other tools for doing various areas of agriculture (CSHAU stock 442, exsibition 661, case 2, pages 107-122).

But the idea of organization the school gardens and fields was not succeeded in practice. We can obviously point to the low productivity of the introduction and organization of school fields and gardens. Proof of this are the letters written by the directors of schools and teachers, in response to the appeal sent for public schools by trustee of the Kiev school district (CSHAU stock 707, exsibition 227, case 64, pages 5-45).

Such an appeal accordingly been sent to the trustee of the Kiev school district from the Managing department of industrial schools of the Ministry of Education to obtain information about the efficacy of "Regulation on measures to promote the Ministry of Agriculture and State Property development of various branches of agriculture at public schools" that were set in accordance with the proposal of the Ministry of education February 24, 1895 at №1850. In these letters directors of primary schools and teachers writing mainly about the lack of time to organize such training teachers and unwillingness to engage gardens and fields on school sites. Although the above mentioned rules were opportunities for rewards for exemplary conduct of school site. In general, the attitude of teachers to the introduction of labor education in primary schools by bringing them to the agricultural work and various craft was very controversial. For example O.Kulyk the teacher in the article "A look at the objectives of the new school", published in the appendix to the circular to

guide the Kiev school district, namely the circular on the management of public schools, says that lower public school must report children some knowledge on gardening and horticulture as well as to familiarize children with various crafts. Inspector of public schools I.Samoilovych in article "To the teaching of agriculture in primary schools" published on next pages the same circular says that this will be possible only after radical changes in public education, when the school will give a broad program of general knowledge on the foundation of which will be made the knowledge that can be used to practice in rural life (CSHAU stock 442, exhibition 661, case 2, pages 107-122).

The purpose of labor education in this period is to prepare the next generation for life and work. Because of the small number of pre-schools and the fact that labor education in these institutions does not singled out as a separate direction, we can state that the purpose of labor education preschool and primary school age children determined by parental request. Because the parents engaged in labor education of their children before school required to continue this work in primary school.

The development of public preschool education, strengthening preschool practices led to the emergence of clear goals of operation of kindergartens. One of these goals of was the preparation of children for school (N.Lubenets, 1913b). The analysis of archival sources and magazine articles of that time (including "Preschool education", "Russian school") makes it possible to conclude that the issue of continuity attention was paid by Natalia Lubenets. She insisted on the importance of continuity preschool and primary education based on the first survey conducted for future first-graders in 1912. In her writings she justify the need for a kindergarten as those institutions that are to develop and disseminate experience and knowledge to provide primary children for later use in schooling (N.Lubenets, 1913a). The main means of spreading ideas of Natalie Lubenets on the problem of continuity at that time was the magazine "Preschool education" whose editor was Natalia Lubenets itself. It is particularly noteworthy the post of her speech at the 1st All-Russia Congress of family education "Children of public kindergartens in the school" in which she reveals the work undertaken by the Company to identify the results of the implementation the process of continuity (N.Lubenets, 1913a). This work was conducted in the form of interviews and a survey of school teachers in classes where children from public kindergartens learn.

Continuity in labor education of preschool and primary school age children considered by Ukrainian pedagogues of that time: T.Lubenets, N.Lubenets, S.Rusova. In this context, some manual work performed by children in kindergarten as a form of creative activity were associated with manual labor, held in elementary schools. Educators of the appointed period tries to view in such a way the importance of coexistence between kindergarten and primary school (T.Lubenets, 1913; S.Rusova, 1913a). The importance of the implementation labor activities, Timothy Lubenets saw not only in acquiring certain performing skills, but also values education attitude towards others. Timothy Lubenets was totally against regulated system of labor education that existed in the early twentieth century in local schools. Asserting the importance of conscious human action performance, he also talked about the sequence of preparatory work. The use of such works in kindergartens as paper cutting, clay modeling, sewing, embroidery - prepare the hand and mind of the child to perform more complicated work at school, such as wood processing and performance elements of craft business. The teacher pointed to the importance of such work as labor in nature, cleaning toys, work in the kitchen (under children's age ), especially such activities have educational impact. Children grow up with an understanding of the importance of work, and respect to people working. In "Kindergarten on national soil" Sofia Rusova justifies the need of organization pre-school education on the principles of unity with life, variability content of training and education. Education teacher recognizes as human values. Pointing to the essential isolation of school of that time from the social life, the teacher recognizes kindergartens so necessary bridge

that will bring the school to life. School (it is talking about primary school) and kindergarten, according to scientist, should help each person to discover and to use personal resources inherent in the nature and it lives up environment (S.Rusova, 1910).

The content of labor education becomes manual labor, and the content of manual labor becomes material processing (kindergarten - paper, cardboard, leaves of trees, fabric, clay, primary school - paper, clay, wood, metal) (S.Rusova, 1913c; V.Farmakovskiy, 1889). Rusova points to the importance of the development of finger motor skills and getting habit of manual products for the preparation of preschool children to the work they will do in school. Children are not just draw, sculpt and make applications, but also embroider, weave and sew using ethnographic material (S.Rusova, 1913b). Labor according to the scientist should be the guiding principle and method of updated school and kindergarten of that time (S.Rusova, 1913a). V.Farmakovskyy justifying his position on the content of manual labor believed that careful selection of types of work and therefore: blacksmith work - does not fit, do not allow raise accuracy and purity; with metal works have the same problems as the blacksmith; weaving baskets - monotonous work awkward harmful posture; binding - limited tools monotony. Analyzing the use of different types of pupil's jobs pedagogue argued that only work with woodworking can be used in school. The woodwork will help solve the educational problems and fully meet the requirements defined by author of this work: work should be of interest to children; products to be useful in everyday life; work should contribute to the development of motor skills of hands, accustomed to order and accuracy, to form a student's love of purity to be feasible for children. It is worth noting the educational potential of labor and products must meet aesthetic requirements. Labor is to strengthen and develop the physical strength of children opposition to a child's prolonged stay motionless at the desk (V.Farmakovskiy, 1889, p. 39-40).

## **5. Conclusions**

As a result of historical and pedagogical research found that in the years 1890-1917 took place establishment of continuity in labor education of preschool and primary school age children. The peculiarity of the formation and development of continuity of appointed educational phenomenon was actualization of labor education, alignment of goals, content, forms and methods of implementation of continuity. In a development of continuity in labor education trace the effects of the European educational thought (Y.Pestalotsti, F.Frebel, M.Montesori) on the theory and practice in labor education of children in general and in particular implementation of continuity. Since the years continuity in labor education of preschool and primary school age children developing without regulatory support so the ways to implement this problem were run by teachers themselves.

Actualization of continuity in labor education of children in Ukraine (that part of it's territory that belonged to Russian Empire in that time) are in the last years of the Imperial era (1890-1917). These years are characterized by public request for workers capable of various types of work as economic development, urban growth exacerbated the problem. In educational practice actively spread Western European ideas of teachers, psychologists, philosophers. First of all, talking about the ideas of Y.Pestalotsti, F.Frebel, M.Montesori of personal development of preschool, work as content, method and form of education, training children to school in kindergarten, refuge, shelters. These ideas are the basis for updating the content and methods of school education. Labour education is implemented in pre-school and primary school, first apply manual labor of children. The purpose of labor education of children is to prepare children for life and work.

Studying definite problem shows that the problem of continuity in preschool and primary education in the general and labor education in particular is relevant both in the Ukrainian and European educational space. The productive ideas can be used in the development of strategies for the development of preschool and primary education.

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## **Editorial Policy**

### **Policy of Journal**

**International Journal of Social and Educational Innovation** publishes original research papers in the field of: Social Science and Humanities, Education, Psychology, Philosophy, Logics, Ontology and Philosophy of Science, Political Science, History, Sociology, Business and Marketing, Economics, Financial Development, Accounting, Banking, Management, Human Resources, Law, Public Administration Environmental Studies, Climate Change, Educational Technology, Language and Linguistics and so on.

All papers which will be sent for evaluation/ publishing must contain educational approaches.

### **Policy of Peer Review Process**

**International Journal of Social and Educational Innovation (IJSEIro)** is an open access and double blind peer review. All the paper received are firstly assessed by our editorial board which is composed of academic staff and renowned researchers.

The complete review process take maximum four weeks after the acknowledge of the submission e-mail of the contributor.

After the review process each paper will receive an answer from one of editorial board's members concerning the validation (partial validation or full validation) or the nonvalidation (reject) of the paper, as follows:

#### **A: Validation**

1. Accept (validation)
2. Accept with minor changes (partial validation)
3. Accept with major changes (partial validation)

#### **B: Nonvalidation**

4. Reject (nonvalidation)

You can see more information about the papers submission at the end of this volume (at the **Instructions for authors** section).

### **Policy of Publication Ethics and Malpractice Statement**

**Duties of Editor**

**Duties of Authors**

**Duties of Reviewers**

### **Policy of copyright**

An Copyright Agreement (you can see the **Appendix 1**). will have to accompany your submission (the signed Copyright Agreement has to be scanned).

Each author(s) is responsible for the signature clarity. Please, read, carefully the terms of provided in Copyright Agreement and if you agree with them, download, fill in and send the form to [paperijsei@yahoo.com](mailto:paperijsei@yahoo.com)

## **Instructions for Authors**

### **Format and Style**

All papers sent for assessment have to company APA Guidelines.

For more information, please website <http://library.cornell.edu/resrch/citmanage/apa>  
(<https://www.library.cornell.edu/research/citation/apa>).

### **Submit papers**

If you would like to submit a scientific paper to publish in International Journal of Social and Educational Innovation (IJSEIro), please send it (in english language) for further evaluation to e-mail: [paperijsei@yahoo.com](mailto:paperijsei@yahoo.com) according to next template (you can see the **Appendix 2**).

For more information, please contact us at e-mail address [secretariat\\_ijsei@yahoo.com](mailto:secretariat_ijsei@yahoo.com)